



GCSE SOCIOLOGY 8192/1

Paper 1 The Sociology of Families and Education

Mark scheme

June 2025

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from aqa.org.uk

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Assessment Objectives

A01	Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.
A02	Apply knowledge and understanding of sociological theories, concepts, evidence and methods.
A03	Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.

Section A: Families

Qu	Marking guidance	Total marks
01	What term is commonly used by sociologists to describe a family where members come from many generations, but with few members in each generation?	1
	AO1 = 1 mark A (Beanpole family)	

Qu	Marking guidance	Total marks
02	What term is commonly used by sociologists to describe the role men traditionally perform within the family?	1
	AO1 = 1 mark B (Instrumental)	

Qu	Marking guidance	Total marks															
03	Describe one example of patriarchy within a family.	3															
<p>AO1 = 3 marks</p> <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>3</td><td>3</td><td>A coherent description with few inaccuracies. Demonstrates good knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td></tr> <tr> <td>2</td><td>2</td><td>A partial description based on a mix of relevant and irrelevant material with some inaccuracies and omissions. Demonstrates some knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td></tr> <tr> <td>1</td><td>1</td><td>Fragments of knowledge, some inaccurate or irrelevant. Demonstrates limited understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td></tr> <tr> <td>0</td><td>0</td><td>Nothing worthy of credit.</td></tr> </tbody> </table> <p>Indicative content AO1</p> <ul style="list-style-type: none"> • Unequal distribution of household responsibilities between partners reflects a patriarchal family structure where women are expected to do more domestic work, reinforcing male dominance. • Dominance of male partner over female partner in factors such as money management and decision making is clear example of patriarchy, whereby men hold more power and control in the family. • Male partner dominates as the breadwinner while the female partner stays at home performing household tasks showing a patriarchal system. • Dark side of the family: female experience with domestic abuse showing how women may suffer from patriarchy, male dominance to control women in the family • When women work outside the home they are still expected to do more domestic work eg dual burden/triple shift showing a patriarchal system. 			Level	Marks	Descriptor	3	3	A coherent description with few inaccuracies. Demonstrates good knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)	2	2	A partial description based on a mix of relevant and irrelevant material with some inaccuracies and omissions. Demonstrates some knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)	1	1	Fragments of knowledge, some inaccurate or irrelevant. Demonstrates limited understanding of relevant sociological theories, concepts, evidence and methods. (AO1)	0	0	Nothing worthy of credit.
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04	Identify and describe one function of a family.	3															
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05	From Item A , examine one strength of using official statistics to research the number of cohabiting couples.	2
	<p>AO3 = 2 marks</p> <p>1 mark for providing evidence of an analysis of the item (by indicating a possible strength) demonstrating a line of argument relating either to methods or findings. (AO3)</p> <p>Plus</p> <p>1 mark for providing evidence of evaluation (making a judgement/reaching a conclusion) by indicating a reason why this element represents a possible strength. (AO3)</p> <p>Indicative content AO3</p> <ul style="list-style-type: none"> • Quantitative data collected on a large-scale (national level), increasing the likelihood of a representative sample. • A valid data source since it is high quality statistical information produced by a national organisation. • The data is readily available at regular points in time, so allows for comparisons over time to be made. • The data can be used as a starting point from which to investigate further the sociological explanations for the changes shown in the number of cohabiting couples. • Data has been collected over a period of time so patterns and trends can be identified. • The data is reliable as official statistics are readily available so they can be repeated 	

Qu	Marking guidance	Total marks																		
06	Identify and explain one factor which may have led to an increase in cohabitation rates as shown in Item A .	4																		
	<p>AO1 = 1 mark AO2 = 3 marks</p> <p>‘Context’ here refers to the increase in the number of people who are cohabiting.</p> <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>4</td><td>4</td><td>Relevant factor identified (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)</td></tr> <tr> <td>3</td><td>3</td><td>Relevant factor identified (AO1) with an explanation of sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)</td></tr> <tr> <td>2</td><td>2</td><td>Relevant factor identified (AO1) with a largely inaccurate or irrelevant explanation of sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)</td></tr> <tr> <td>1</td><td>1</td><td>Relevant factor identified. (AO1)</td></tr> <tr> <td>0</td><td>0</td><td>Nothing worthy of credit.</td></tr> </tbody> </table> <p>Indicative content AO1</p> <ul style="list-style-type: none"> • Changing social attitudes. • Decline in religious influence. • Economic factors (eg cost of weddings). • Increasing focus on career before marriage. • Changes in legal rights <p>Indicative content AO2</p> <ul style="list-style-type: none"> • Many people now view cohabitation as an acceptable alternative to marriage. The stigma around living together without being married has decreased. • Religious teachings that once discouraged cohabitation are less prominent in modern society, so couples are prioritising personal choice over religious expectations. • Rising costs of weddings has made marriage less affordable for some couples (especially younger couples) who opt to cohabit instead of paying for a wedding and have the financial burden of marriage. • Partners focus on their careers before marriage to gain some financial stability before committing to marriage and to focus on their education, using cohabitation as a delay to marriage • Changes in legal rights for cohabiting couples gives more protection and may encourage more couples to cohabit 	Level	Marks	Descriptor	4	4	Relevant factor identified (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)	3	3	Relevant factor identified (AO1) with an explanation of sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)	2	2	Relevant factor identified (AO1) with a largely inaccurate or irrelevant explanation of sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)	1	1	Relevant factor identified. (AO1)	0	0	Nothing worthy of credit.	
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07	Identify and explain one disadvantage of using postal questionnaires to investigate cohabitation rates.	4																		
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08	From Item B , identify and describe one type of family diversity identified by Rapoport and Rapoport, including what you know of their research method.	4																		
	<p>AO1 = 1 mark AO2 = 3 marks</p> <p>'Context' here refers to the work of the Rapoports with particular reference to their research method.</p> <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>4</td><td>4</td><td>Relevant type selected (AO1) and an appropriate, detailed and well-developed description of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)</td></tr> <tr> <td>3</td><td>3</td><td>Relevant type selected (AO1) with a description of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)</td></tr> <tr> <td>2</td><td>2</td><td>Relevant type selected (AO1) with a largely inaccurate or irrelevant description of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)</td></tr> <tr> <td>1</td><td>1</td><td>Relevant type selected. (AO1)</td></tr> <tr> <td>0</td><td>0</td><td>Nothing worthy of credit.</td></tr> </tbody> </table> <p>Indicative content AO1</p> <ul style="list-style-type: none"> • Organisational. • Cultural. • Social class. • Life course. • Cohort. <p>Indicative content AO2</p> <ul style="list-style-type: none"> • Secondary data was used. (This research method is required to obtain a mark. Without this, full marks can't be awarded) • Pioneers in the field of family research with an interest in the issue of family diversity, the Rapoport's used a number of secondary sources, such as the work of other sociologists (eg Elizabeth Bott). The sources were compared and an analysis produced of class-based differences in marital relationships and child rearing practices. • Differences between families in their structures, eg the ways they organise their domestic division of labour. • Families differ in their cultural values and beliefs, eg cultural-attitudes regarding divorce and the care of the elderly. 	Level	Marks	Descriptor	4	4	Relevant type selected (AO1) and an appropriate, detailed and well-developed description of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)	3	3	Relevant type selected (AO1) with a description of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)	2	2	Relevant type selected (AO1) with a largely inaccurate or irrelevant description of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)	1	1	Relevant type selected. (AO1)	0	0	Nothing worthy of credit.	
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	<ul style="list-style-type: none">• A family's social class position affects the resources available to it and the roles within the family, eg middle-class families being more likely to have joint conjugal roles.• Stage in the family life-cycle that a particular family has reached, eg families with young children having differing concerns with those of retired couples.• The particular historical period in which a family passes through, eg changing attitudes towards divorce and cohabitation.	
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Qu	Marking guidance	Total marks																		
09	Identify and explain one practical issue sociologists may encounter when researching the extent of family diversity.	4																		
	<p>AO1 = 1 mark AO2 = 3 marks</p> <p>‘Context’ here refers to a practical issue when investigating family diversity.</p> <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>4</td><td>4</td><td>Relevant practical issue selected (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)</td></tr> <tr> <td>3</td><td>3</td><td>Relevant practical issue selected (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods offered, containing some inaccuracies or omissions but which has some application to the context. (AO2)</td></tr> <tr> <td>2</td><td>2</td><td>Relevant practical issue selected (AO1) with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and methods offered, that is only weakly applied to the context. (AO2)</td></tr> <tr> <td>1</td><td>1</td><td>Relevant practical issue selected. (AO1)</td></tr> <tr> <td>0</td><td>0</td><td>Nothing worthy of credit.</td></tr> </tbody> </table> <p>Indicative content AO1</p> <ul style="list-style-type: none"> • Time. • Cost. • Accessibility. • Sample size. <p>Indicative content AO2</p> <ul style="list-style-type: none"> • Obtaining a large representative sample of family forms and family members would take a significant amount of time. • Cost implications would be relatively high when attempting to seek generalisations by obtaining a national picture. Lots of different types of families would need to be researched incurring lots of costs. • Obtaining access to some family types and family members may be difficult. • A large sample of different family types would be necessary to ensure a representative sample across different family types, such as single-parent families, reconstituted families and extended families. This may limit how generalisable the findings are. 	Level	Marks	Descriptor	4	4	Relevant practical issue selected (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)	3	3	Relevant practical issue selected (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods offered, containing some inaccuracies or omissions but which has some application to the context. (AO2)	2	2	Relevant practical issue selected (AO1) with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and methods offered, that is only weakly applied to the context. (AO2)	1	1	Relevant practical issue selected. (AO1)	0	0	Nothing worthy of credit.	
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Qu	Marking guidance			Total marks
10	Discuss how far sociologists would agree that the extended family is still important in Britain today.			12
	AO1 = 4 marks AO2 = 4 marks AO3 = 4 marks			
	Level	Marks	Descriptor	
	4	10–12	<p>Detailed knowledge and understanding of relevant theories, concepts, evidence and methods presented in a well-developed answer. A wide range of specialist terms used with precision. (AO1)</p> <p>Sustained application of relevant theories, concepts, evidence and methods to the issues raised by the question. Few if any inaccuracies or omissions. (AO2)</p> <p>Developed critical analysis and evaluation of relevant theories, concepts, evidence and methods. Well-constructed arguments with supported judgements and evidence-based conclusions. (AO3)</p>	
	3	7–9	<p>Good evidence of relevant knowledge and understanding of theories, concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately. (AO1)</p> <p>Good application of relevant theories, concepts, evidence and methods to the issues raised by the question. Some inaccuracies or omissions. (AO2)</p> <p>Good evidence of analysis and evaluation of the relevant theories, concepts, evidence and methods. A logical argument, but judgements and conclusions may be indistinct and/or lacking in appropriate development. (AO3)</p>	
	2	4–6	<p>Limited evidence of relevant knowledge and understanding of theories, concepts, evidence and methods. A limited range of specialist terms used appropriately. (AO1)</p> <p>Limited application of relevant theories, concepts, evidence and methods to the issues raised by the question. Significant inaccuracies or omissions. (AO2)</p> <p>Limited attempt at analysis and evaluation of the relevant theories, concepts, evidence and methods but lacking in appropriate development. There may be inconsistencies in the argument made and reasoning may be inaccurate leading to false or contradictory judgements and conclusions. (AO3)</p>	

1	1–3	<p>Fragments of basic knowledge and understanding of theories, concepts, evidence and methods relevant to the topic. Specialist terms generally used inappropriately if at all. (AO1)</p> <p>Little or no application of relevant theories, concepts, evidence and methods to the issues raised by the question. (AO2)</p> <p>Little or no analysis of the relevant theories, concepts, evidence and methods, assertion rather than evaluation, poorly constructed argument with little or no evidence of substantiated judgements and only cursory conclusions. (AO3)</p>
0	0	Nothing worthy of credit.

Examiners are reminded that AO1, AO2 and AO3 are regarded as interdependent. When deciding on a mark all should be considered together using the best fit approach. For example, a level 3 mark could be awarded for level 3 evidence across each objective, or a mixture of 4, 3 and 2 evidence across different objectives.

Indicative content AO1

- Role of extended family in Britain today
- Range of different family types in Britain today
- Changing nature of employment patterns
- Marxist perspective
- Functionalist and New Right perspective
- Feminist perspective

Indicative content AO2

- Range of roles the extended family provides in society today eg helping with housework and childcare, financial and emotional support.
- Range of different family types in Britain today. Many different types of families including nuclear, lone-parent, single-sex, beanpole, extended. Reference to family diversity.
- Changing nature of employment patterns. More women working and differences in hours of work mean that extended family members play a crucial part, often undertaking the role of babysitter or child-minder whilst parents work. Reference could be made to Devine.
- Marxist perspective on the role of the family in relation to capitalist system where the extended family helps to provide primary socialisation, unpaid labour and the next generation of obedient workers
- Functionalist and New Right favour the nuclear family over other types of families. Reference may be made to Parsons and/or Murray.
- Feminist perspective views women staying at home performing household tasks within the nuclear family, eg dual burden/triple shift with/without the support of the extended family. Reference may be made to the work of Oakley and/or Dunscombe and Marsden.

	<p>Indicative content AO3</p> <ul style="list-style-type: none">• Analysis and evaluation of the range of roles the extended family provides in society today eg helping with housework and childcare, financial and emotional support.• Analysis and evaluation of the range of different family types and the importance of the extended family in Britain today• Analysis and evaluation of the changing nature of employment patterns and the importance of the extended family in providing support• Analysis and evaluation of Marxist perspective – the importance of the extended family in a capitalist system.• Analysis and evaluation of the functionalist and New Right perspective eg is the nuclear family able to effectively perform all the necessary functions without the support of the extended family• Analysis and evaluation of the feminist perspective eg to what extent do women still perform the majority of the household tasks? How important is the extended family in supporting the women in these tasks?• Evidence based judgements and conclusions relating to the issue of extent (how far would sociologists agree) e.g. in the judgement of the student how far does the evidence support the premise of the question that the extended family is still important in Britain today. <p>The list of indicative content is not intended to be exhaustive and any other relevant points should be credited. It is not necessary for a student to cover all of the above in order to attain full marks provided they have made a well-supported argument.</p>	
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Qu	Marking guidance			Total marks
11	Discuss how far sociologists would agree that the family is the main agent of socialisation.			12
	AO1 = 4 marks AO2 = 4 marks AO3 = 4 marks			
	Level	Marks	Descriptor	
	4	10–12	<p>Detailed knowledge and understanding of relevant theories, concepts, evidence and methods presented in a well-developed answer. A wide range of specialist terms used with precision. (AO1)</p> <p>Sustained application of relevant theories, concepts, evidence and methods to the issues raised by the question. Few if any inaccuracies or omissions. (AO2)</p> <p>Developed critical analysis and evaluation of relevant theories, concepts, evidence and methods. Well-constructed arguments with supported judgements and evidence-based conclusions. (AO3)</p>	
	3	7–9	<p>Good evidence of relevant knowledge and understanding of theories, concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately. (AO1)</p> <p>Good application of relevant theories, concepts, evidence and methods to the issues raised by the question. Some inaccuracies or omissions. (AO2)</p> <p>Good evidence of analysis and evaluation of the relevant theories, concepts, evidence and methods. A logical argument, but judgements and conclusions may be indistinct and/or lacking in appropriate development. (AO3)</p>	
	2	4–6	<p>Limited evidence of relevant knowledge and understanding of theories, concepts, evidence and methods. A limited range of specialist terms used appropriately. (AO1)</p> <p>Limited application of relevant theories, concepts, evidence and methods to the issues raised by the question. Significant inaccuracies or omissions. (AO2)</p> <p>Limited attempt at analysis and evaluation of the relevant theories, concepts, evidence and methods but lacking in appropriate development. There may be inconsistencies in the argument made and reasoning may be inaccurate leading to false or contradictory judgements and conclusions. (AO3)</p>	

1	1–3	<p>Fragments of basic knowledge and understanding of theories, concepts, evidence and methods relevant to the topic. Specialist terms generally used inappropriately if at all. (AO1)</p> <p>Little or no application of relevant theories, concepts, evidence and methods to the issues raised by the question. (AO2)</p> <p>Little or no analysis of the relevant theories, concepts, evidence and methods, assertion rather than evaluation, poorly-constructed argument with little or no evidence of substantiated judgements and only cursory conclusions. (AO3)</p>
0	0	Nothing worthy of credit.

Examiners are reminded that AO1, AO2 and AO3 are regarded as interdependent. When deciding on a mark all should be considered together using the best fit approach. For example, a level 3 mark could be awarded for level 3 evidence across each objective, or a mixture of 4, 3 and 2 evidence across different objectives.

Indicative content AO1

- Functionalism.
- Feminism.
- Marxism.
- Education as an alternative agency of socialisation
- Media as an alternative agency of socialisation
- Peer group as an alternative agency of socialisation
- Alternative agencies of socialisation
- Changes in the significance of the family as an agency of socialisation.

Indicative content AO2

- Functionalist perspectives on families as an agency of socialisation. Reference may be made to Parsons' functionalist account of primary socialisation.
- Feminist perspectives on families as an agency of socialisation in helping to preserve patriarchy as a consequence of socialisation.
- Marxist perspectives on families as a unit of consumption supporting the capitalist system as a consequence of socialisation. Reference may be made to Zaretsky
- Education as an alternative agency of socialisation and its role in socialisation
- Media as an alternative agency of socialisation and its role in socialisation
- Peer groups as an alternative agency of socialisation and its role in socialisation
- Alternative agencies of socialisation and their role in socialisation
- Evidence for/against the reduced significance of the family as an agent of socialisation.

Indicative content AO3

- Analysis and evaluation of functionalist theories e.g. the extent to which the family performs effective primary socialisation
- Analysis and evaluation of feminist theories e.g. to what extent is the family still responsible for passing on patriarchal values during socialisation

<ul style="list-style-type: none"> • Analysis and evaluation of Marxist theories eg the extent to which the family still socialises individuals to support capitalism • Analysis and evaluation of the significance of the education system as an agent of socialisation/secondary socialisation • Analysis and evaluation of the significance of the media as an agent of socialisation/secondary socialisation • Analysis and evaluation of the significance of peer groups as an agent of socialisation/secondary socialisation • Analysis and evaluation of the significance of other agencies of socialisation/secondary socialisation • Analysis and evaluation of evidence for the reduced significance of the family as an agency of socialisation e.g. to what extent has this function been/or not been replaced by alternative agencies. • Evidence based judgements and conclusions relating to the issue of extent (how far would sociologists agree) e.g. in the judgement of the student how far does the evidence support the premise of the question that families are the main agent of socialisation. <p>The list of indicative content is not intended to be exhaustive and any other relevant points should be credited. It is not necessary for a student to cover all of the above in order to attain full marks provided they have made a well-supported argument.</p> <p>NB</p> <p>Level 4 – there must be some detailed discussion about an alternative agent of socialisation (eg education, media, peer groups). If there is no alternative agent of socialisation discussed, the response cannot reach level 4.</p> <p>Level 3 – there must some discussion on alternative agent of socialisation or a discussion on different perspectives (eg Marxist Feminists, functionalists) linked to socialisation within the family. Discussions focussed on roles and functions of the family cannot be credited.</p> <p>Level 2 – No alternative argument at all and no depth</p> <p>Level 1 – Fragments of knowledge about socialisation with little or no application of theories etc and little or no analysis</p>	
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Section B: Education

Qu	Marking guidance	Total marks
12	What term is commonly used by sociologists to describe the norms and values that provide the middle class with an advantage in education?	1
	AO1 = 1 mark A (Cultural capital)	

Qu	Marking guidance	Total marks
13	What term is commonly used by sociologists to describe the process of creating competition between schools?	1
	AO1 = 1 mark A (Marketisation)	

Qu	Marking guidance	Total marks															
14	Describe what is meant by an anti-school subculture.	3															
<p>AO1 = 3 marks</p> <table> <tr> <th>Level</th><th>Marks</th><th>Descriptor</th></tr> <tr> <td>3</td><td>3</td><td>A coherent description with few inaccuracies. Demonstrates good knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td></tr> <tr> <td>2</td><td>2</td><td>A partial description based on a mix of relevant and irrelevant material with some inaccuracies and omissions. Demonstrates some knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td></tr> <tr> <td>1</td><td>1</td><td>Fragments of knowledge, some inaccurate or irrelevant. Demonstrates limited understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td></tr> <tr> <td>0</td><td>0</td><td>Nothing worthy of credit.</td></tr> </table> <p>Indicative content AO1</p> <ul style="list-style-type: none"> • A group within a school which rejects and goes against the norms and values of that school. • A group of students who rebel against their school and go against the rules of the school. • A group of students who reject their teachers' authority and do not value working hard, they avoid academic schoolwork and misbehave. • A group of students who often value their social activities over their academic work. 			Level	Marks	Descriptor	3	3	A coherent description with few inaccuracies. Demonstrates good knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)	2	2	A partial description based on a mix of relevant and irrelevant material with some inaccuracies and omissions. Demonstrates some knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)	1	1	Fragments of knowledge, some inaccurate or irrelevant. Demonstrates limited understanding of relevant sociological theories, concepts, evidence and methods. (AO1)	0	0	Nothing worthy of credit.
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0	0	Nothing worthy of credit.															

Qu	Marking guidance	Total marks															
15	Identify and describe one way in which material deprivation may affect the educational achievement of some students.	3															
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0	0	Nothing worthy of credit.															

Qu	Marking guidance	Total marks
16	From Item C , examine one weakness of the research.	2
	<p>AO3 = 2 marks</p> <p>1 mark for providing evidence of an analysis of the item (by indicating a possible weakness) demonstrating a line of argument relating either to methods or findings. (AO3)</p> <p>Plus</p> <p>1 mark for providing evidence of evaluation (making a judgement/reaching a conclusion) by indicating a reason why this element represents a possible weakness. (AO3)</p> <p>Indicative content AO3</p> <ul style="list-style-type: none"> • Small sample size, it would be difficult to make generalisations, eg only two schools, and only the working class interviewed, the sample is unrepresentative of all students. • The nature of group interviews means they may be dominated by strong characters, not allowing for everyone to discuss their views, lowering validity. • Peer group pressure, this may affect the student's responses and lower the validity of the research. • Qualitative data will be collected which can be complicated to analyse. • Reliability, each group interview would be unique and questions asked in different ways. 	

Qu	Marking guidance	Total marks																		
17	Identify and explain one in-school factor that may explain social class differences in educational achievement as shown in Item C .	4																		
	<p>AO1 = 1 mark AO2 = 3 marks</p> <p>‘Context’ here refers to in-school factors and the effect on social class differences in educational achievement.</p> <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>4</td><td>4</td><td>Relevant factor identified (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)</td></tr> <tr> <td>3</td><td>3</td><td>Relevant factor identified (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)</td></tr> <tr> <td>2</td><td>2</td><td>Relevant factor identified (AO1) with a largely inaccurate or irrelevant explanation of sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)</td></tr> <tr> <td>1</td><td>1</td><td>Relevant factor identified. (AO1)</td></tr> <tr> <td>0</td><td>0</td><td>Nothing worthy of credit.</td></tr> </tbody> </table> <p>Indicative content AO1</p> <ul style="list-style-type: none"> • Teacher labelling. • Setting/streaming. • Self-fulfilling prophecy. • Language <p>Indicative content AO2</p> <ul style="list-style-type: none"> • Teacher labelling may lead to the underachievement of working-class students, teachers label students due to their language spoken without knowing the students’ potential. The work of Becker may be used here with the ideal pupil. • Setting/streaming can polarise the classes, the working class are often placed in the lower sets/streams, which may lead them to achieve lower educational success due to low self-esteem, and be entered for lower exam tiers. • Self-fulfilling prophecy, the label given by their teacher is accepted and they may act accordingly, as the item says the working-class boys were made to feel stupid and had given up on working hard. • Teachers use the elaborate code which may lead to a lack of understanding by working class students which could lead to underachievement. <p>NB Both social class and educational achievement are needed for 4 marks.</p>	Level	Marks	Descriptor	4	4	Relevant factor identified (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)	3	3	Relevant factor identified (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)	2	2	Relevant factor identified (AO1) with a largely inaccurate or irrelevant explanation of sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)	1	1	Relevant factor identified. (AO1)	0	0	Nothing worthy of credit.	
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Qu	Marking guidance	Total marks																		
18	Identify and explain one advantage of using non-participant observation to investigate pupil behaviour in the classroom.	4																		
	<p>AO1 = 1 mark AO2 = 3 marks</p> <p>'Context' here refers to the use of non-participant observation to investigate pupil behaviour in the classroom.</p> <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>4</td><td>4</td><td>Relevant advantage selected (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)</td></tr> <tr> <td>3</td><td>3</td><td>Relevant advantage selected (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)</td></tr> <tr> <td>2</td><td>2</td><td>Relevant advantage selected (AO1) with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)</td></tr> <tr> <td>1</td><td>1</td><td>Relevant advantage selected. (AO1)</td></tr> <tr> <td>0</td><td>0</td><td>Nothing worthy of credit.</td></tr> </tbody> </table> <p>Indicative content AO1</p> <ul style="list-style-type: none"> • Researcher is able to observe for themselves and collect first hand data. • High reliability, if using a structured method to collect data. • The data collected may be more objective. • High validity • Covert/overt non participant observation <p>Indicative content AO2</p> <ul style="list-style-type: none"> • The researcher is seeing the behaviour of pupils first hand in an educational setting, they are not relying on their memory to record the interaction as they can record the behaviours as they occur. • Non-participant sometimes uses a systematic system of recording, the researcher can have a list of behaviours to look for during the observation of the pupils and record them such as 'Who puts their hand up to ask a question?' or 'Who is talking over the teacher?' This is a standardised method that can then be replicated to observe other classes of pupils. • Objective data as the researcher is not directly involved with the pupils in the classroom, as it is non-participant, they are observing in a detached manner by recording the behaviours that occur. 	Level	Marks	Descriptor	4	4	Relevant advantage selected (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)	3	3	Relevant advantage selected (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)	2	2	Relevant advantage selected (AO1) with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)	1	1	Relevant advantage selected. (AO1)	0	0	Nothing worthy of credit.	
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	<ul style="list-style-type: none">• The researcher will see pupil behaviour for themselves without directly interacting with the pupils. They are not directly involved in the lesson, so the pupils are more likely to behave as they would normally.• In covert non participant observation, researcher will have less impact on changing student behaviour in the classroom due to no hawthorne effect. This increases validity. <p>NB: if students refer to the hawthorne effect they must also mention the use of covert non-participant observation.</p> <p>If reference is made to covert observation, there must be some mention of non-participant observation</p>	
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Qu	Marking guidance	Total marks																		
19	From Item D , identify and describe one way in which Durkheim believes education prepares students for wider society, including what you know of his perspective on education.	4																		
	<p>AO1 = 1 mark AO2 = 3 marks</p> <p>‘Context’ here refers to the work of Durkheim with reference to his perspective on education.</p> <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>4</td><td>4</td><td>Relevant way selected (AO1) with an appropriate, detailed and well-developed description of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)</td></tr> <tr> <td>3</td><td>3</td><td>Relevant way selected (AO1) with a description of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)</td></tr> <tr> <td>2</td><td>2</td><td>Relevant way selected (AO1) with a largely inaccurate or irrelevant description of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)</td></tr> <tr> <td>1</td><td>1</td><td>Relevant way selected. (AO1)</td></tr> <tr> <td>0</td><td>0</td><td>Nothing worthy of credit.</td></tr> </tbody> </table> <p>Indicative content AO1</p> <ul style="list-style-type: none"> • Secondary socialisation, passing on norms and values. • Socialisation is performed through teaching shared culture/heritage. • Learning what is right and wrong. • Encouraged to interact with others. <p>Indicative content AO2</p> <ul style="list-style-type: none"> • Emile Durkheim wrote from a functionalist perspective (This perspective is required to obtain a mark. Without this, full marks can't be awarded) • Durkheim saw the major role of education as the transmission of the norms and values of society through the process of secondary socialisation. • Education teaches history to students which passes on a sense of a shared feeling/commitment to being part of a wider society, and a sense of belonging, promoting social solidarity. • Learning self-discipline by following school rules, this prepares students for wider societies rules, providing a value consensus. • In school we have to interact with people other than our family and friends, this prepares us for interaction in wider society. 	Level	Marks	Descriptor	4	4	Relevant way selected (AO1) with an appropriate, detailed and well-developed description of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)	3	3	Relevant way selected (AO1) with a description of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)	2	2	Relevant way selected (AO1) with a largely inaccurate or irrelevant description of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)	1	1	Relevant way selected. (AO1)	0	0	Nothing worthy of credit.	
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Qu	Marking guidance	Total marks																		
20	Identify and explain one disadvantage of using a structured interview to research the educational experiences of students from different ethnic groups.	4																		
	<p>AO1 = 1 mark AO2 = 3 marks</p> <p>‘Context’ here refers to the use of a structured interview to research the educational experiences of students from different ethnic groups.</p> <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>4</td><td>4</td><td>Relevant disadvantage identified (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)</td></tr> <tr> <td>3</td><td>3</td><td>Relevant disadvantage identified (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)</td></tr> <tr> <td>2</td><td>2</td><td>Relevant disadvantage identified (AO1) with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)</td></tr> <tr> <td>1</td><td>1</td><td>Relevant disadvantage identified. (AO1).</td></tr> <tr> <td>0</td><td>0</td><td>Nothing worthy of credit.</td></tr> </tbody> </table> <p>Indicative content AO1</p> <ul style="list-style-type: none"> • Data collected • Inflexible method. • Fixed questions. • Closed-ended questions. • Snapshot. • Interviewer bias. • Lack of rapport • May not tell the truth <p>Indicative content AO2</p> <ul style="list-style-type: none"> • Data collected is more likely to be quantitative which will limit the amount of depth and meaning the researcher will gain on the experiences of different ethnic groups in school • The set list of questions limits the researcher to explore further anything interesting the students may say regarding their experiences in school or personal experiences from diverse ethnic backgrounds. • Fixed questions may be a barrier for students who have English as a second language or who may struggle to understand the question 	Level	Marks	Descriptor	4	4	Relevant disadvantage identified (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)	3	3	Relevant disadvantage identified (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)	2	2	Relevant disadvantage identified (AO1) with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)	1	1	Relevant disadvantage identified. (AO1).	0	0	Nothing worthy of credit.	
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	<ul style="list-style-type: none">• Closed questions restrict the answers, so students may give answers they think they should about their experiences at school, making the data invalid. The interviewer's choice of questions may also reflect assumptions about ethnic groups and limit responses.• Snapshot in time of the students' experiences of education, it does not look at the whole process of their education. A one-off interview may fail to see the issues different ethnic groups may experience over time, and how some issues such as language barriers may develop or change over time.• List of standardised questions as set by the interviewer are at risk of imposing their own prior assumptions about ethnic groups on the respondents eg students from ethnic backgrounds may have different experiences linked to teacher labelling or ethnocentric curriculum which may not be covered in the questions asked.• The structure of the interview does not allow a relationship to be formed between the student and the interviewer which may affect how honest students from ethnic groups will be when expressing their educational experiences. This may affect the validity of the data collected.• Students from different ethnic groups may not tell the truth; social desirability bias may occur because some ethnic groups may have had negative experiences of school and they may be embarrassed to share these sensitive issues. This may affect the validity of the data collected.	
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Qu	Marking guidance	Total marks												
21	Discuss how far sociologists would agree that gender differences in educational achievement are mainly due to factors outside of school.	12												
	<p>AO1 = 4 marks AO2 = 4 marks AO3 = 4 marks</p> <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>4</td><td>10–12</td><td> <p>Detailed knowledge and understanding of relevant theories, concepts, evidence and methods presented in a well-developed answer. A wide range of specialist terms used with precision. (AO1)</p> <p>Sustained application of relevant theories, concepts, evidence and methods to the issues raised by the question. Few if any inaccuracies or omissions. (AO2)</p> <p>Developed critical analysis and evaluation of relevant theories, concepts, evidence and methods. Well-constructed arguments with supported judgements and evidence-based conclusions. (AO3)</p> </td></tr> <tr> <td>3</td><td>7–9</td><td> <p>Good evidence of relevant knowledge and understanding of theories, concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately. (AO1)</p> <p>Good application of relevant theories, concepts, evidence and methods to the issues raised by the question. Some inaccuracies or omissions. (AO2)</p> <p>Good evidence of analysis and evaluation of the relevant theories, concepts, evidence and methods. A logical argument, but judgements and conclusions may be indistinct and/or lacking in appropriate development. (AO3)</p> </td></tr> <tr> <td>2</td><td>4–6</td><td> <p>Limited evidence of relevant knowledge and understanding of theories, concepts, evidence and methods. A limited range of specialist terms used appropriately. (AO1)</p> <p>Limited application of relevant theories, concepts, evidence and methods to the issues raised by the question. Significant inaccuracies or omissions. (AO2)</p> <p>Limited attempt at analysis and evaluation of the relevant theories, concepts, evidence and methods but lacking in appropriate development. There may be inconsistencies in the argument made and reasoning may be inaccurate leading to false or contradictory judgements and conclusions. (AO3)</p> </td></tr> </tbody> </table>	Level	Marks	Descriptor	4	10–12	<p>Detailed knowledge and understanding of relevant theories, concepts, evidence and methods presented in a well-developed answer. A wide range of specialist terms used with precision. (AO1)</p> <p>Sustained application of relevant theories, concepts, evidence and methods to the issues raised by the question. Few if any inaccuracies or omissions. (AO2)</p> <p>Developed critical analysis and evaluation of relevant theories, concepts, evidence and methods. Well-constructed arguments with supported judgements and evidence-based conclusions. (AO3)</p>	3	7–9	<p>Good evidence of relevant knowledge and understanding of theories, concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately. (AO1)</p> <p>Good application of relevant theories, concepts, evidence and methods to the issues raised by the question. Some inaccuracies or omissions. (AO2)</p> <p>Good evidence of analysis and evaluation of the relevant theories, concepts, evidence and methods. A logical argument, but judgements and conclusions may be indistinct and/or lacking in appropriate development. (AO3)</p>	2	4–6	<p>Limited evidence of relevant knowledge and understanding of theories, concepts, evidence and methods. A limited range of specialist terms used appropriately. (AO1)</p> <p>Limited application of relevant theories, concepts, evidence and methods to the issues raised by the question. Significant inaccuracies or omissions. (AO2)</p> <p>Limited attempt at analysis and evaluation of the relevant theories, concepts, evidence and methods but lacking in appropriate development. There may be inconsistencies in the argument made and reasoning may be inaccurate leading to false or contradictory judgements and conclusions. (AO3)</p>	
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1	1–3	<p>Fragments of basic knowledge and understanding of theories, concepts, evidence and methods relevant to the topic. Specialist terms generally used inappropriately if at all. (AO1)</p> <p>Little or no application of relevant theories, concepts, evidence and methods to the issues raised by the question. (AO2)</p> <p>Little or no analysis of the relevant theories, concepts, evidence and methods, assertion rather than evaluation, poorly-constructed argument with little or no evidence of substantiated judgements and only cursory conclusions. (AO3)</p>
0	0	Nothing worthy of credit.

Examiners are reminded that AO1, AO2 and AO3 are regarded as interdependent. When deciding on a mark all should be considered together using the best fit approach. For example, a level 3 mark could be awarded for level 3 evidence across each objective, or a mixture of 4, 3 and 2 evidence across different objectives.

Indicative content AO1

- **Feminist** perspectives.
- **Marxist** perspectives.
- **Functionalist** perspectives.
- External factors.
- Internal factors.

Indicative content AO2

- **Feminist** perspectives; *External* factors such as the impact of feminism raising expectations of women, family changes (rise of female headed lone-parent families) showing financially independent women, women's employment laws (Equal pay act, Sex Discrimination Act) encouraging greater career options rather than housewives.
- **Marxist** perspectives see education as reproducing capitalism, the ideas of Willis who looks at class *and* gender of working-class boys. Willis is evidence for the continued under-performance of working-class boys, showing anti-school subcultures formed by working class boys rejecting school in preparation for their future roles in the workplace.
- **Functionalist** perspective views girls and boys as being socialised differently. Parents teach gender norms, expressive v's instrumental role, the nurturing role may be more helpful for girls' communication and behaviour at school.
- **External** factors; legal reforms such as equal pay act 1970, Sex Discrimination Act 1975, rise of feminism, differential socialisation, changes in family structure.
- **Internal** factors such as teachers labelling boys as more disruptive and girls as more hardworking, leading to a self-fulfilling prophecy, setting and streaming, subcultures (pro and anti-school) legal reforms such as introduction of the

	<p>National curriculum 1988, GIST and WISE, selection and league tables – marketisation policies, boys are less attractive to schools.</p> <p>Indicative content AO3</p> <ul style="list-style-type: none"> • Analysis and evaluation of Feminist perspectives, eg to what extent is the education system still patriarchal? The feminisation of the teaching profession has led to more encouragement for girls and role models in schools, providing an environment which is more positive for girls. However, boys are seen to be falling behind due to lack of male role models to encourage competition and masculinity which boys need to succeed. The education system still promoting patriarchal values such as a gendered curriculum, eg subject choices; girls pursue more caring, social science based subjects and boys more science based subjects, leading working class girls into low paid employment. • Analysis and evaluation of Marxist perspectives, eg focuses too much on class and needs to address other issues such as gender and ethnicity. • Analysis and evaluation of Functionalist perspectives, eg tend to ignore gender issues, supporting traditional gender roles in their view of the family, demonstrating patriarchal views of the roles in the home and employment. How far are schools meritocratic for everyone? • Analysis and evaluation of the significance of external factors; eg the extent of the impact of government policies – glass ceiling still exists? • Analysis and evaluation of the significance of internal factors, eg lack of male role models in school for boys, male primary teachers are seen to be better at discipline which boys are seen to need more than girls. Teacher labelling may be more positive for girls, see boys as more disruptive, this leads to raising girls achievement levels, self-fulfilling prophecy. • Evidence based judgements and conclusions relating to the issue of extent (how far sociologists agree), eg in the judgement of the student how far does the evidence support the premise of the question that gender differences in educational achievement are due to factors outside of school. <p>The list of indicative content is not intended to be exhaustive and any other relevant points should be credited. It is not necessary for a student to cover all of the above in order to attain full marks provided they have made a well-supported argument.</p>	
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Qu	Marking guidance		Total marks	
22	Discuss how far sociologists agree that the main function of the education system is to produce obedient workers.		12	
	AO3 = 4 marks AO2 = 4 marks AO1 = 4 marks			
	Level	Marks		Descriptor
	4	10–12		Detailed knowledge and understanding of relevant theories, concepts, evidence and methods presented in a well-developed answer. A wide range of specialist terms used with precision. (AO1) Sustained application of relevant theories, concepts, evidence and methods to the issues raised by the question. Few if any inaccuracies or omissions. (AO2) Developed critical analysis and evaluation of relevant theories, concepts, evidence and methods. Well-constructed arguments with supported judgements and evidence-based conclusions. (AO3)
	3	7–9		Good evidence of relevant knowledge and understanding of theories, concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately. (AO1) Good application of relevant theories, concepts, evidence and methods to the issues raised by the question. Some inaccuracies or omissions. (AO2) Good evidence of analysis and evaluation of the relevant theories, concepts, evidence and methods. A logical argument, but judgements and conclusions may be indistinct and/or lacking in appropriate development. (AO3)
	2	4–6		Limited evidence of relevant knowledge and understanding of theories, concepts, evidence and methods. A limited range of specialist terms used appropriately. (AO1) Limited application of relevant theories, concepts, evidence and methods to the issues raised by the question. Significant inaccuracies or omissions. (AO2) Limited attempt at analysis and evaluation of the relevant theories, concepts, evidence and methods but lacking in appropriate development. There may be inconsistencies in the argument made and reasoning may be inaccurate leading to false or contradictory judgements and conclusions. (AO3)

1	1–3	<p>Fragments of basic knowledge and understanding of theories, concepts, evidence and methods relevant to the topic. Specialist terms generally used inappropriately if at all. (AO1)</p> <p>Little or no application of relevant theories, concepts, evidence and methods to the issues raised by the question. (AO2)</p> <p>Little or no analysis of the relevant theories, concepts, evidence and methods, assertion rather than evaluation, poorly-constructed argument with little or no evidence of substantiated judgements and only cursory conclusions. (AO3)</p>
0	0	Nothing worthy of credit.

Examiners are reminded that AO1, AO2 and AO3 are regarded as interdependent. When deciding on a mark all should be considered together using the best fit approach. For example, a level 3 mark could be awarded for level 3 evidence across each objective, or a mixture of 4, 3 and 2 evidence across different objectives.

Indicative content AO1

- Marxist perspective.
- Hidden curriculum.
- Functionalist perspective.
- Feminist perspective.
- New Right perspective.

Indicative content AO2

- Marxist perspectives, eg education system prepares students for wider society, education produces a compliant obedient workforce suitable for capitalism, including correspondence theory/principle by Bowles and Gintis.
- Hidden curriculum, eg the importance of obeying school rules prepares students for the demands of the workplace/capitalist economic system. The expectations of society are taught, possibly highlighting the difference here of the formal/national curriculum.
- Functionalist perspectives, eg it allocates students to the most suited job for their abilities, if you work hard everyone can succeed. There is equality of opportunity. Davis and Moore see selection and role allocation as an important role of education, preparing students for their future roles. What is taught in school mirrors the values in wider society, such as capitalism. Education system is meritocratic.
- Feminist perspectives, eg focus on education system is patriarchal, subject choices by girls (gender domains) and the lower paid jobs when they leave, preparing them for weaker positions in the economy, gender role allocation.
- New Right perspectives, eg emphasis on preparing pupils for work, with schools focusing on new vocationalism to reduce unemployment. Also, all schools should be teaching the same (National curriculum).

	<p>Indicative content AO3</p> <ul style="list-style-type: none">• Analysis and evaluation of the Marxist perspective, eg that schools do not produce a compliant workforce that unquestioningly accepts the capitalist economic system.• Analysis and evaluation of the impact of the hidden curriculum, eg counter school cultures and the rejection by some groups of students of school values.• Analysis and evaluation of Functionalist perspectives, eg how far does the education system provide a skilled workforce, considering high levels of youth unemployment? How far is it meritocratic?• Analysis and evaluation of the Feminist perspective, eg that the education system no longer limits the achievements of female students, to what extent is the curriculum still patriarchal?• Analysis and evaluation of the New Right perspective, eg vocational qualifications were often seen as less academic and training was often unregulated and poor, national curriculum is seen as ethnocentric.• Evidence based judgements and conclusions relating to the issue of extent (how far would sociologists agree), eg in the judgement of the student how far does the evidence support the premise that the education system produces students to be obedient capitalist workers. <p>The list of indicative content is not intended to be exhaustive and any other relevant points should be credited. It is not necessary for a student to cover all of the above in order to attain full marks provided they have made a well-supported argument.</p>	
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Assessment objectives

Question	AO1	AO2	AO3	Total
01	1			1
02	1			1
03	3			3
04	3			3
05			2	2
06	1	3		4
07	1	3		4
08	1	3		4
09	1	3		4
10	4	4	4	12
11	4	4	4	12
12	1			1
13	1			1
14	3			3
15	3			3
16			2	2
17	1	3		4
18	1	3		4
19	1	3		4
20	1	3		4
21	4	4	4	12
22	4	4	4	12
Paper total	40	40	20	100